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ABSTRACT

The social studies objectives presented here are intended to serve as a guide for local Michigan school districts as they review and revise their individual social studies programs. Materials are divided into four sections: (1) Common goals of Michigan education are presented, emphasizing the need for citizenship education in the general curriculum. (2) The rationale underlying the stated objectives is explained. (3) The objectives, which are listed under the grade level headings K-3, 4-6, and 7-9, and subdivided according to attitude, knowledge, or skill reference. (4) An outline of Michigan social studies scope and sequence for grades K-12 is followed by a more detailed description of the course offering at each grade level. Appendices contain the state education code, board of education recommendations, selected references, a model social studies program, and acknowledgements. (LP)

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# Essential Performance Objectives for Social Studies

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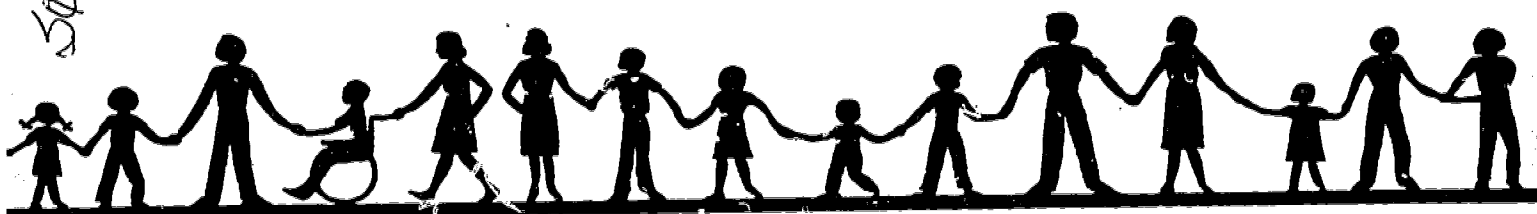
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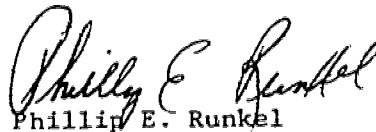
The Essential Objectives for Social Studies Education included in this document are a refinement of the Minimal Performance Objectives for Social Studies Education in Michigan that were approved by the State Board of Education in December, 1973. This new listing of social studies objectives was approved by the Michigan State Board at its regular meeting on January 5, 1982.

The task of refining the objectives began in 1979 and was a response to suggestions from social studies educators and various community groups for the Department to clarify some of the original objectives and to address within the social studies context matters such as global, consumer, law related, multicultural and environmental education.

A core committee of social studies educators worked with the Department's social studies specialist to refine and expand upon the original objectives in response to the above suggestions. A large number of individuals from throughout Michigan participated in review sessions and provided comments and suggestions in response to mail reviews. Objectives were added, deleted or rewritten, based on suggestions from these sessions and reviews.

The objectives presented here are intended to serve as a guide for local school districts to use as they review and revise their own social studies programs. The objectives should prove to be helpful for educators as they pursue the task of providing experiences and opportunities for all students so that they will be able to achieve optimum social growth.

It is fitting to thank the many individuals within the Michigan educational community who participated in this project. Their names are listed in the final section of the document along with the various agencies that have contributed directly and indirectly to the success of this effort to provide leadership on behalf of social studies education in Michigan.

  
Phillip E. Runkel  
Superintendent of  
Public Instruction

January, 1982

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## INTRODUCTION

The Common Goals of Michigan Education recognize the need for education for the many-sided roles of citizenship. The Essential Objectives for Social Studies Education, presented in this publication, translate those broader goals into statements of what young people ought to learn in social studies education.

These objectives are essential. Although some students, teachers, and schools may move beyond them to additional objectives, these are the objectives essential for all.

Readers will find the objectives stated in broad terms. Schools and teachers must develop their own more specific statements of what is to be included at any one grade level or course. By so doing, schools and teachers will commit themselves to objectives particularly appropriate for their students and their communities. Many kinds of programs and organizations of learning activities can foster achievement of these Essential Objectives.

The objectives are divided into three categories: attitudes, knowledge, and skills. While these categories are helpful in clarifying what is to be learned, attitudes, knowledge, and skills are integrally related in the learning process and ought to be so in classroom learning activities.

Objectives are also classified by grade level: K-3, 4-6, and 7-9. Some objectives are more appropriate for older than younger students. All of the objectives can be thought of as strands of learning which develop from kindergarten through high school, some to be emphasized more than others at various grade levels. While students should achieve specific aspects of the objectives listed for each set of grade levels, none of the objectives, as they are stated here, can be wholly and completely achieved. They are objectives basic in continuous learning.

This publication opens with a Rationale for Social Studies Education in Michigan, a statement of points of view underlying the Essential Objectives. For the convenience of readers, those Common Goals are reprinted which require social studies education. Following the statements of Essential Objectives, a section is included which contains suggestions for scope and sequence which can be helpful to many schools. At the end of the publication are included State of Michigan Codes and Recommendations. A separate publication from the Michigan Department of Education offers suggestions for Learning Activities for Social Studies Education which are appropriate for student achievement of the Essential Objectives.

Schools and teachers can use this statement of Essential Objectives and materials accompanying it in several ways.

- ... Developing or revising social studies objectives in local schools and classrooms.
- ... Providing learning activities which actually promote achievement in all of the essential objectives.
- ... Organizing social studies programs directed toward these objectives.

- ... Focusing attention on the kinds of teaching competencies needed for fostering these objectives.
- ... Identifying for parents and others in the community the objectives of social studies education.
- ... Assessing and evaluating student attainments and program effectiveness in social studies education.

Moreover, the Michigan Department of Education will use these Essential Objectives for a forthcoming assessment of achievement in social studies among a statewide sample of students at grades 4, 7, and 10.

This statement of Essential Objectives draws extensively upon an earlier version of Minimal Performance Objectives for Social Studies Education in Michigan, Citizenship and Social Studies Objectives, published by the National Assessment of Educational Progress, and Guidelines for Social Studies Curriculum of the National Council for the Social Studies, as well as Michigan Department of Education Guidelines for Global Education, Consumer Education, and Multicultural Education. Development of this statement, however, was the task of members of a Core Committee of social educators from schools and universities in Michigan and the Department of Education.

It is hoped that this statement of Essential Objectives will provide teachers and schools with a publication useful in the continuous improvement of social studies education throughout the state.

### THE COMMON GOALS OF MICHIGAN: SOCIAL STUDIES

3. Acquire the knowledge, skills, attitudes and moral values needed for effective participation in a democratic society.
  - a. Develop an awareness and concern for the rights and well-being of others.
  - b. Develop a positive self-concept which includes an awareness of one's own values and a respect for one's ethnic background and culture.
  - c. Develop an appreciation of the values, ethnic backgrounds, and cultures of others.
  - d. Understand and accept the rights and responsibilities of democratic citizenship.
  - e. Develop a reasoned commitment to the principles and values which sustain a democracy.
  - f. Develop the knowledge, skills, and attitudes necessary for participation in society and governments both as an individual and as a member of a group.
  - g. Understand, respect, and support the role and function of law in a democracy.
  - h. Understand, respect, and support the role and function of academic freedom, dialogue, and dissent in a democracy.
4. Acquire the knowledge, skills, and attitudes needed for effective participation in a pluralistic, interdependent, global society.
  - a. Acquire the knowledge about persistent global issues such as the food, population, and energy problems.
  - b. Understand and appreciate the interrelatedness of local and national problems with those confronting the global society.
  - c. Develop skills and attitudes for effective communication and cooperation with people from cultures different from their own both at home and abroad.
5. Acquire knowledge of the principles, methods, and general content of the social sciences.
  - a. Acquire a broad understanding of and respect for diverse human cultures, customs, beliefs, and value systems.
  - b. Acquire an understanding of the history and present state of own and other cultures.
  - c. Acquire knowledge of economics and economic systems.
  - d. Acquire the knowledge, skills, and attitudes necessary to be an effective producer and consumer of goods and services.
  - e. Acquire the knowledge, skills, and attitudes necessary to understand people and the environment, regions and the spatial organization of society.
  - f. Acquire knowledge of the main structure and functions of governments.



9. Acquire logical, critical, and creative thinking skills.
  - a. Acquire skills in gathering, analyzing, synthesizing, and presenting data.
  - b. Be able to formulate and test generalizations, predictions, and hypotheses based upon appropriate data.
  - c. Be able to identify cause and effect relationships.
  - d. Be able to apply inquiry skills, define and analyze problems, make decisions, and verify results.
  - e. Value and be able to apply divergent and intuitive thinking.
  
13. Acquire the knowledge necessary for the appreciation, maintenance, protection, and improvement of the environment.
  - a. Understand that humans are an inseparable part of a life support system and that whatever they do affects the interrelationships within the system.
  - b. Acquire an understanding of environmental problems and of alternative solutions.
  - c. Become aware of differing environmental value systems and of their potential effects.
  - d. Develop a desire to protect and enhance the environment.
  - e. Develop a personal responsibility to prevent and/or solve environmental problems.
  
14. Acquire knowledge and appreciation of the behaviors and attitudes necessary for responsible family membership.
  - a. Understand human growth and development.
  - b. Understand the different kinds of families and the inherent responsibilities of individual membership.
  - c. Acquire knowledge and attitudes for effective parenting.
  - d. Acquire an understanding of the needs and responsibilities of family life.

# A RATIONALE FOR SOCIAL STUDIES EDUCATION IN MICHIGAN

## Introduction

The central purpose of social studies education is the development of citizenship. The goal of citizenship, in turn, is the constant effort through decision and action to foster just relations among people and institutions.

The welfare of individuals and the welfare of society are tightly bound. Young people need to learn to live well as social beings. From childhood on they are part of social worlds extending from their everyday groups and communities to their country and the world at large. To find their ways in these social worlds young people themselves need the personal capabilities and moral commitments for wise choices of action in their social, political, and economic roles, those present and those yet to come. The society in which young people will continue to live is one of continuity and change, diversity and commonality, difficulty and opportunity, democracy and its insufficient practice. Such a society needs knowledgeable, thoughtful, and ethical participation by its citizens.

Both personal and social welfare require that schools educate for citizenship. Many areas of school program as well as out-of-school life contribute to the development of citizens. Still it is social studies education which focuses directly and systematically upon those learnings required. Schools therefore must provide it for all young people and from kindergarten through high school.

In social studies education four elements are essential: knowledge; democratic and humane values; skills in acquiring information and thinking about social affairs; and social participation. Programs must bring these elements together to foster a sense of efficacy, sound decision making, and responsible action.

The consequences of slipshod education for citizenship are severe. Young people and their schools, parents and the public, all must accept their responsibility for vital social education.

## Four Elements of Social Studies Education

### 1. Knowledge

Developing knowledge has long been accepted as a major goal. Yet questions about what knowledge continue.

Whatever has been traditionally included is not necessarily the knowledge of most worth. Neither are items of information organized as mere description or narrative, nor sweeping abstractions outside students' experiences and understanding. Although what young people are to learn need not be limited to the instantly useful, it ought to have recognizable and projected helpfulness in comprehending their social worlds and in making the decisions surely to be called for.

#### 1.1. Concepts and Generalizations Are Significant.

What young people ought to develop is knowledge of powerful concepts, generalizations, and theories. More comprehensive and more surely supported, such knowledge accounts for new particulars encountered in the

course of living. Knowledge in the form of ideas can replace the confusion of unfamiliar and discrete events with some degree of meaning and so allow for some degree of influence and direction.

Items of information are not unimportant. Some few are significant in themselves. Others are important as information about a particular, problematic condition, "the facts of the case," necessary for analysis and decision making. Most important, however, is acquiring further information which can be reorganized with the old in the form of concepts and generalizations. Out of scanty information sound ideas can rarely be formed. Unless relations among facts are grasped, what might become powerful ideas are left as empty verbalizations, memorized but inert. Young people need a rich fund of information, but information selected with the intent of developing ideas.

### 1.2. Knowledge Must Represent the Best of Scholarship.

Social studies must draw heavily upon the social sciences, including history, and from related fields such as law, psychology, the humanities, journalism, and the arts. Education in the social studies does not aim to turn students into social scientists. Suitable organization for scholars in some academic field may not be suitable for the learning stages of young people. Many of the problems of society which students must address are not dealt with handsily by any one field. Nevertheless, from the fields of scholarship comes the surest knowledge we have. Young people are entitled to make it their own. Society properly expects schools to rely upon it.

Of course, that the fields of scholarship have already developed significant ideas does not mean that students simply memorize them. Students must have experiences appropriate for understanding.

Moreover, the scholarly fields are both bodies of knowledge and methods of inquiry. Students must come to see relations between the questions and hypotheses directing inquiry and the means of producing evidence in support. By their own inquiry students can find and interpret information, make knowledge for themselves. Understanding the ways in which claims to knowledge are generated encourages both evaluation of its worth and continuing reformulation.

### 1.3. Knowledge Develops.

Young people must come to see that the ideas which make up the body of the scholarly fields change over the years. Knowledge is not fixed. Changing conditions require not merely new or current information but new directions in thought, even in interpreting the past. Fresh conceptual frameworks and more basic theory do better at accounting for social relations, describe more accurately, and predict more surely. Students must see that their own knowledge like that of scholars is the basis for further knowledge, deeper and revised.

### 1.4. Knowledge Must Be Balanced.

All of the social sciences - and whatever illuminates from other fields - ought to be represented in the social education of young people: history, political science, sociology, anthropology, geography, and economics. All of them speak to the problems of social living. One

field strengthens the others. Neither the past nor the present can be neglected, while both ought to point to the future. Study of what is American is clearly essential. Still the reality of world interdependence requires studies not only of the peoples of Canada, Europe, Asia, Africa, Latin America, and the Middle East, but also of the global system itself.

Young people must understand what is meant by a frame of reference. They must learn to see events and conditions from the standpoints of the several groups of people affected by them, whether Americans or peoples elsewhere. Part and parcel of students' understanding ought to be comparisons of past and present, one area and another, one system with others, this point of view and another.

Knowledge must also be balanced between understandings needed in young people's own immediate social worlds and society at large. The former is often slighted for the latter. Nonetheless, even pervasive social problems need not be considered as public issues only, without recognized relation to students' own lives. Young people should see their social studies education as helpful in their everyday living.

Lastly, students need balance in their knowledge of both the good and the bad in human society, of people's successes and failures, of their dreams and struggles, of what is or has been noble, contemptuous, or simply mediocre. If human society has difficulties, injustice, and even misery, it may also have joy and promise of human betterment. Views of society as either largely rotten or almost unblemished encourage apathy, not a sense of efficacy.

#### 1.5. Knowledge Must be Intellectually Honest.

The best of knowledge describes the social world as it is and not necessarily as people may like to believe it is. Because such knowledge may contradict the beliefs or interests of some in the community or of some powerful groups or organizations, indeed of some students themselves, knowledge in social studies can be the subject of controversy and pressure. Because young people must learn to think through controversial issues, their knowledge can not be limited or distorted by what is merely congenial.

For knowledge does matter. While classrooms need not exclude bits of information contributing primarily to enjoyment, passing interest is not enough. Mere collections of information are soon forgotten. What young people and their society need is sound knowledge that can be brought to bear on the social world, knowledge that makes a difference.

## 2. Values

Neither schools nor social studies classrooms can be wholly neutral when it comes to matters of value; virtually all actions express the primacy of some values over others. Still schools and classrooms can act in accordance with basic values significant to them and society, and they can and must avoid the indoctrination of particular values.

### 2.1. Core Values are Vital.

Schools and especially social studies classrooms ought to model the respect for human dignity upon which democratic society rests. Both formal and informal curriculum should be based on reasoned commitment to such core values as open opportunity for all, regardless of race, ethnic group, sex, religion, social class, creed, abilities, or handicaps; freedom to teach and learn and to express ideas; respect for the power of thought; support for the rule of just laws, the right and responsibility to participate in their making, and due process; concern for the welfare of others; the opportunity to search for satisfying directions and personal fulfillment; and social justice which balances individualism with the common weal, as much of good with the least concomitant loss.

### 2.2. Value Conflicts Are Ever Present.

Important as commitment to core values may be, their meaning in the ordinary circumstances of living is rarely clear and certain. Moreover, these values are held with a host of others, widespread in our culture: competition, cooperation, materialism, achievement, enjoyment, loyalty to family and friends, desire for status or power, racism, security, and more. Ours is a complex and pluralistic society. True that people hold many values in common. Yet values also differ from group to group and person to person, while every individual faces the dilemmas arising out of conflicts in his or her own values. As society shifts and changes, values change, or seem less sure, or require reinterpretation. It is hard to say which of conflicting values will carry most weight in the actual situations of either personal living or social policy making. Students must learn to expect a competition of values.

### 2.3. Values Must Be Recognized.

Identifying their own values must be a part of students' education in social studies. So also must be recognizing the values of others and their seeming sense in the terms of others' lives or cultures.

### 2.4. Thoughtful Examination of Values is Indispensable.

Values are inherently part of choosing courses of action both in personal living and society's policy making. Students must see the values at stake, consider their consequences, choose priorities for particular situations, and reconcile incoherent values. Neither indoctrination nor expression of off-the-cuff preference is thoughtful. Nor is the belief warranted that just any value is as good as any other; some values are better than others as are the reasons to support them and the consequences to follow.

Both the support of exemplary models in practice and thoughtful examination of values are necessary. Out of such maturing experience comes personal integrity, based, not on expedient accommodations, but moral principles.

### 3. Skills

Young people need skills to make their knowledge and values active and so continue in the lifelong process of learning.

#### 3.1. Students Need Communication Skills Focused on Social Affairs.

Especially important is the ability to read with comprehension, thought, purpose, and satisfaction. Of the many reasons to read, two stand out. Much of what is of significance for citizenship is in print. Readers can move through material at their own pace, one appropriate to their abilities or purposes, be it skimming, comprehending or reflecting. Although general reading ability is important, it does not guarantee competence in reading about social matters. Students must be able to read not only the content of social science and history in their textbooks and similar sources, but also newspapers, magazines, charts, maps, cartoons, graphs, and literature. Hence, social studies education must include both help in reading such material competently and encouragement for reading widely.

Since television and to a lesser extent films are increasingly sources of information and points of view, young people need from social studies education what is ordinarily overlooked: seeking out the worthwhile; attending with comprehension; and evaluating critically.

Moreover, students must develop ability to state their ideas in writing: to describe, narrate, explain, summarize, and support their positions in plain and organized fashion.

Discussion is so commonplace an activity in the life of society, so much a means of influencing opinion and arriving at decisions that social studies education must foster young people's skills: listening to others, offering information, advocating, keeping on subject, clarifying, supporting, summarizing, and finding common ground.

#### 3.2. Students Must Learn to Find Information.

Students also need skills in using books as references, locating information in the library, surveying, interviewing, and observing at first hand. Such skills are tightly related to formulating directing questions: what is to be found should be what students aim to know. While at times it is enough to look up some few specific items of information, finding out ought ordinarily to be related to search for what students consider significant to themselves and society.

#### 3.3. Young People Must Learn to Think for Themselves.

Passive and gullible citizens cannot promote a just society nor develop themselves to the full. Thinking for yourself goes hand in hand with a sense of efficacy.

In social studies classrooms students need systematic opportunities to criticize interpretations and positions by noticing assumptions, facts included or omitted, on subject or off, consistencies and inconsistencies. Students must make inferences, take positions and problems apart, and



organize accounts and explanations. Students must practice the processes of conceptualizing, and of formulating hypotheses and marshalling the evidence to support or deny them. Above all, young people must practice applying the ideas they have developed.

Although much of students' thinking is likely to lead to positions already formulated by others, students will have practiced inquiry, searched for meaning. Nevertheless, education in social studies ought to encourage fresh points of view. What is unconventional or original, especially when it stems from search, contributes richness to social thought.

#### 3.4. Decision Making is Crucial.

Knowledge, values, and skills come together in decision making, surely a competence required of citizens. Decision making is a form of search: recognizing and analyzing a problematic situation; seeing alternative courses of action and projecting their consequences; identifying the values at stake and making the trade-offs almost certainly required; and coming to a reasoned position worthy of commitment. No previously set answers can be had. Upon occasion no decisions can be made and the proper course to take is to suspend judgment.

Special care must go to seeing that neither teachers nor students impose their particular values or positions on individual students. Pre-determined consensus cannot be required. Decision making must be open and honest, thoughtful and systematic. While airing opinions may be stimulating at times, mere expression of opinions is not decision making. Of course, students have a right to free speech. Yet in social studies education statements ought to be subject to the challenge of serious examination. Some decisions are, indeed, better than others, and some positions are simply untenable.

All of these skills should be developed in significant social studies content. Practicing skills in trivial content is using students' time inefficiently. What is significant deserves to be discussed, thought over, and put to use.

#### 4. Social Participation

Everyone lives as part of social groups, which influence and are influenced by their members. Without direction toward action, social studies education becomes passive.

##### 4.1. Classrooms and Schools are Places for Participation.

Since social studies classrooms and schools are themselves social situation, they can offer ample opportunities for group interaction and enterprise. Many kinds of activities are the ground for majority and minority views, compromise, negotiation, advocacy, empathy, try-outs of new ways of behaving, and decision making.

##### 4.2. Much Can be Learned Outside School Walls.

Observation is useful: for example, of harvesting, a court of law, or a newsroom. Community interviews and surveys collect information often

hard to get from other sources. Discussion meetings with people of different backgrounds, ages, or race furnish insight.

#### 4.3. Community Service is Valuable.

Young people, especially adolescents, ought to engage in community work. Some may be in ordinary jobs for pay. Some may volunteer service in day-care centers, political campaigns, cleaning up a local river, or whatever. Every community has work in need of doing. Young people need the satisfactions of responsibility and the chance to rub elbows with many sorts of people. Schools and social studies classrooms along with other community organizations ought to make such experience possible. Such participation ought to be accompanied by serious consideration of what can be learned: the workings of an organization; the give-and-take in human relations; or the requirements of effective roles.

These four elements - knowledge, valuing, skills and social participation - are integrally related. Knowledge, values, skills, all require a base in concrete experience of participation. Information and ideas do not point to decisions until they are melded with values and thought. Values held without thought of their consequences are dangerous. Inability to communicate and find out makes for ignorance and cuts off participation. The best of knowledge and values amount to little unless they are put to use. Participation without knowledge, thought, and humane values cannot be reconciled with the requirements of personal growth or the principles of a just society. Each element supports the others in making decisions required for participating in social life.

### Characteristics of Programs

If the four elements of social studies education are to be translated into actual learning opportunities proper for the many sorts of young people, programs will have to show at least these characteristics.

#### 1. Social Studies Must Be Provided for All Students, Kindergarten through High School.

Learning opportunities must be genuine, mindful of students' backgrounds, capabilities, and purposes, and available to all, of whatever racial or ethnic group, sex, creed, age level, or social class, whether handicapped or not, whether of great, few, or ordinary abilities.

#### 2. Emphasis Should Go to Basics Widely Applicable.

Social studies programs ought to emphasize what has wide and continuing usefulness, not ready recounts, opinions, or simple collections of information about one topic or another. The focus ought to be on what is basic to further learning and inquiry into the human condition.

Social studies must be more than a mere collection of current emphases: consumer education, reading, multicultural education, law-focused education,



the study of futures, value clarification, career education, environmental education, global education, all to be sure, valuable. A well-constructed program will include them as aspects of a whole. It is not enough, by way of example, to see the economic system largely through the eyes of consumers, though consumer roles ought not be neglected. Effective reading about social affairs, to cite another example, requires both concrete experience and conceptual baggage, quite as necessary for meaning as vocabulary and specific reading skills. Surely young people ought to see their own racial, ethnic, and religious roots, but to see them out of relation to those of others or the coherence of society is to miss the point of cultural pluralism and the need for social justice. Understanding American society needs melding with global perspectives. A proper social studies program will integrate many areas of concern, out of which basic learnings grow or to which basic learnings are applied.

### 3. Selection Will Have to Be Made.

It is patently impossible for students to "cover everything."

The elementary program ought to be broad, drawing widely from several fields. As students at secondary levels mature, their interests and abilities call for more specialized choices. What counts for society is a sufficient pool of competencies among its citizens, not identical competence. Even so, secondary programs ought to have coherence in place of addition of topics or courses.

The difficulties of selection are eased when programs give up the repetition of topics, reworked in greater detail, from grade to grade. What is needed is fresh vantage points and broader applications.

### 4. Programs Need Defensible Structure.

No one organizational scheme is consistently best among those which aim to integrate all elements of social studies education. Curricular programs may be organized around public issues or young people's personal problems; around threads of identified concepts, skills, and values; by academic fields especially when they can be related one to another; around topics with a focus; by chronology, especially when major interpretations can be built; out of inquiry and search by concerned individuals or groups; or from the requirements of investigations or social participation. Variety accommodates a broader range of purposes and appeals. Whatever the organizational schemes, social studies programs need conceptual frameworks and structure.

### 5. Common Goals Must Be Translated into Local Programs.

Both the State of Michigan and local school districts have common goals which mesh with goals for social studies education. Common goals, however, do not require standardized programs. Worthwhile social studies classrooms are more likely where schools, teachers, students, and their communities commit themselves to their own implementation of common goals.

### 6. Objectives Ought to Be Clear.

Although variations should and will occur from one person to another, what is to be learned ought to be clear enough to all to give purpose and

direction to classroom learning at every grade level. Objectives should be conceived in terms of both behavior and content, not merely in one or the other. Many specific kinds of learning can be suitably phrased as specific performance objectives. Nevertheless, many other complex and significant kinds of learning can be stated only in more general terms, though still as behavior in content. The demands of stating objectives in terms of specific items of readily identifiable or measurable performance ought not to govern the selection of all objectives.

#### 7. Learning Activities Must Be Appropriate for Objectives.

Learning activities must be rich and varied enough to appeal to many sorts of students and to allow for individualization. Especially must activities provide opportunities for students to learn whatever is identified in objectives.

From early childhood through high school young people need concrete experience in observing and influencing the workings of the social world. Without that experience formal thought and mature values cannot grow.

Both expository and discovery methods are appropriate when they complement each other in the stream of learning activities. Genuine inquiry calls for both.

Controversy cannot be excluded from classrooms. It is not the cut and dried but the differences of competing points of view that are essential for decision making.

Thus, observing at first hand, or from films or filmstrips, or pictures; role playing or simulating; action projects; responding to and raising questions of thought and value; chairing a meeting or committee; reading for many purposes and in many kinds of material; writing to explain; formal practice in processes of decision making: all these and many more will make up more effective classroom patterns than day-in-and-day-out recitations from textbooks and daily lectures by teachers.

#### 8. Varied Instructional Materials Are Needed.

For varied, rich, and significant learning activities a wide range of instructional materials are indispensable. Many modern textbooks recognize this requirement by including a variety of reading materials and suggested activities, accompanied by additional, related, non-text material. Whether or not from published programs, students need case studies, realia, simulation exercises, maps, graphs, recordings, first hand accounts, filmstrips, reading materials at suitable levels of difficulty, and much more in their classrooms or from a handy media resource center or library.

#### 9. Classroom Climate Must Be Supportive.

Significant learning also requires a classroom climate which is supportive, open to the participation of all, aimed toward work and the possibility and satisfaction of accomplishment, and careful of the worth of every individual. Crucial is the freedom to teach and learn, to inquire and decide. Especially must social studies classrooms and schools at large exemplify, not merely talk about, the best practices of democratic society.

#### 10. Progress Needs Assessment and Evaluation.

Progress toward objectives representing all four elements of social studies education needs careful assessment and evaluation. Assessment and grades based chiefly on attainment of knowledge turn effort away from other just as essential objectives. Assessment must not be limited to what can be tested cheaply or easily; not all significant learning in social studies can be measured precisely in practical ways. Tests are only one among many sources of evidence. Informal evaluation of hard-to-test-for objectives focuses attention on the need to achieve them.

Students, their teachers, and their parents need to see what has been and what is yet to be attained. Schools need information for regular and systematic consideration of the effectiveness of programs. The public needs information for policy making at local, state, and national levels.

#### Who Is Responsible?

Many kinds of people have vested interests in social studies education. Teachers and administrators must give leadership to strengthening opportunities. Young people have responsibilities for their own learning. The public must set and support sound policies. Challenging social studies programs are more likely when students, teachers, parents, administrators, and people from the community at large practice their right and responsibility to participate in decision-making, each group in its own way. Sound education for citizenship influences the common lot of all.

ESSENTIAL OBJECTIVES FOR  
SOCIAL STUDIES EDUCATION IN MICHIGAN  
GRADES K-3

Attitude Objectives

1. Develop awareness and concern for the rights and well-being of others.
  - a. Show concern for the well-being and dignity of others.
  - b. List the mental and physical characteristics we should be aware of in others.
2. Develop a positive self-concept which includes an awareness of one's own values and a respect for one's own ethnic background and culture as forces influencing one's self-concept.
  - a. Identify activities of personal value.
  - b. Show respect for self and one's own heritage and background.
  - c. Identify personal behavior and learning that contribute to feelings of self-worth.
  - d. Differentiate between right/wrong, true/untrue, and fair/unfair.
3. Develop an appreciation of the values, ethnic backgrounds, and cultures of others.
  - a. Give examples of things which people value.
  - b. Identify people worthy of emulation and the reasons for doing so.
  - c. Identify ways of avoiding behaviors which alienate others.
  - d. Recognize commonalities and differences among beliefs, values and behaviors of other persons and groups.
  - e. Interacts with others of varying backgrounds.
  - f. Show respect for the dignity and worth of others including those who belong to a different cultural, racial, or ethnic group than one's own.
4. Develop a reasoned commitment to the principles and values which sustain a democracy.
  - a. Accept the rights and responsibilities of classroom citizenship.
  - b. Participate in the making of rules for classroom and school.
  - c. Respect the right of all to present different points of view in the classroom.

5. Develop the attitudes necessary for participation in society and governments both as an individual and as a member of a group.
  - a. Identify responsibilities people have to their communities.
  - b. Exhibit characteristics of a good leader and citizen.
  - c. Participate in the making of rules for the classroom.
  - d. Identifies inequities and/or injustices in classroom or peer-group activities.

#### Knowledge Objectives

1. Understand the rights and responsibilities of democratic citizenship.
  - a. Identify some of the rights and liberties guaranteed in the United States Constitution.
  - b. Understand situations in which rights have been denied individuals within the classroom.
  - c. Understand that an individual's rights may conflict with those of another individual or with the general welfare.
  - d. Understand the differences between stated rules and actual practices in family, school and peer-group activities.
2. Understand the role and function of law in a democracy.
  - a. Understand the purposes of rules in the classroom and games.
  - b. Understand how rules are made.
  - c. Understand how rules can be changed.
3. Understand persistent global issues.
  - a. Identify environmental and ecological problems within the community.
  - b. Identify some persistent social problems within the community.
  - c. Identify local natural resources used to meet needs and developing problems of the community.
  - d. Identify community problems related to energy needs.
  - e. Understand some of the basic needs common to all people within the community such as food, shelter and clothing.
4. Understand diverse human cultures, customs, beliefs and value systems.
  - a. Understand that people everywhere have the same basic needs, but the manner in which they meet these needs differs according to their culture.
  - b. Understand that customs and habits differ from one group to another.
  - c. Understand that despite cultural differences, people everywhere have similar basic motivations and desires.
  - d. Understand that within a community, there may exist one or several cultural groups.

- e. Understand that within a community there are different ethnic, racial, and religious groups.
  - f. Recognize the importance of being objective and fair in regard to cultural, racial and ethnic groups other than one's own as well as one's own.
5. Understand the history and present state of own and other cultures.
- a. Know some basic historical facts related to the development of the United States.
  - b. Understand terms such as town, city, urban, rural, suburban.
  - c. Understand the impact of technology on family life and the community.
  - d. Identify traditional and non-traditional female and male roles.
  - e. Understand that not all families are alike in structure.
  - f. Identify occupations, careers, community helpers.
  - g. Give examples of change in communities.
6. Understand economics and economic systems.
- a. Understand factors that influence economic behavior.
  - b. Identify monetary units (coins, dollars).
  - c. Identify similarities and differences in how children obtain and use money.
  - d. Identify factors to consider when making purchases.
7. Understand how to be an effective producer and consumer of goods and services.
- a. Understand factors that influence consumer behavior.
  - b. Give examples of their own limited resources and unlimited wants.
  - c. Demonstrate comparison shopping skills and the use of consumer aids in shopping for various goods and services.
  - d. Identify deceptive sales techniques and practices.

8. Understand people and the environment, regions and the spatial organization of society.
  - a. Understand that the satisfaction of human needs depends directly or indirectly on the earth's natural resources.
  - b. Understand the influence of the natural environment on human beings.
  - c. Understand how societal actions and decisions affect the natural environment.
  - d. Understand that a natural environment can serve varied needs.
  - e. Recognize the potential of various societies to use and abuse the natural environment.
  - f. Locate important natural features and resources within the community.
9. Know the main structure and functions of government.
  - a. Know various reasons for school rules and how they are made.
  - b. Identify similarities and differences between decision-making in the home and school.
  - c. Understand that parents, teachers and principals are responsible for enforcing rules.
10. Understand the organization of human societies.
  - a. Compare customs and habits of different groups.
  - b. Understand the relationships among groups and individuals.
  - c. Understand ways groups are interdependent, cooperate and compete.
  - d. Understand types of conflicts between groups and ways conflicts are resolved.
  - e. Understand how and why groups differ.
11. Understand the relationships between individuals and groups.
  - a. Identify the variety of roles one can have within a group.
  - b. Understand that the role within a group may be assigned or achieved.
  - c. Understand reasons why there are different roles within groups.
  - d. Understand the possible advantages and disadvantages of belonging to a variety of groups.
  - e. Understand the decision-making processes used by groups.

#### Skills Objectives

1. Gather, analyze, synthesize, and present information.
  - a. Use a variety of senses to obtain information.
  - b. Understand that perceptions of the same object or event may differ from person to person.
  - c. Choose appropriate sources for information desired.

- d. Obtain information from a variety of appropriate sources.
  - e. Translate information from one form to another.
  - f. Draw conclusions.
2. Develop the skills necessary for participation in society and governments both as an individual and as a member of a group.
- a. Presents own ideas.
  - b. Listen and respond appropriately.
  - c. Solicit clarification from others when needed.
  - d. Encourage others to express themselves.
  - e. Recognize and permit the expression of different opinions, beliefs, and ideas in a group.
3. Make decisions.
- a. Recognize the occasion of need for decisions.
  - b. Analyze the problems.
  - c. Identify alternative courses of action.
  - d. Identify related values and goals.
  - e. Make a choice of alternative course of action or some trade-off among them.
  - f. Develop strategies to carry out the approach.
  - g. Apply the approach in making a decision or solving a problem.
  - h. Reevaluate and reformulate the process if goals are not met or new information is introduced.



ESSENTIAL OBJECTIVES FOR  
SOCIAL STUDIES EDUCATION IN MICHIGAN  
GRADES 4-6

Attitude Objectives

1. Develop awareness and concern for the rights and well-being of others.
  - a. Show concern for the well-being and dignity of others.
  - b. List the mental and physical characteristics we should be aware of in others.
2. Develop a positive self-concept which includes an awareness of one's own values and a respect for one's own ethnic background and culture as forces influencing one's self-concept.
  - a. Identify own personal values in the contexts of family and peer values.
  - b. Identify personal behavior and learning that contribute to feelings of self-worth.
  - c. Identify criteria for judging individual actions.
  - d. Show respect for one's own heritage and background.
3. Develop an appreciation of the values, ethnic backgrounds, and cultures of others.
  - a. Recognize commonalities and differences among beliefs, values and behaviors of other persons and groups.
  - b. Identify people worthy of emulation and the reasons for doing so.
  - c. Identify ways of avoiding behaviors which alienate others.
  - d. Identify beliefs and values of other persons and groups.
  - e. Interacts with others of varying backgrounds.
  - f. Show respect for the dignity and worth of others including those who belong to a different cultural, racial or ethnic background.
4. Develop a reasoned commitment to the principles and values which sustain a democracy.
  - a. Accept the rights and responsibilities of classroom citizenship.
  - b. Respect and support the role and function of rules in the community.
  - c. Respect the right of all to present different points of view in the classroom and community.
5. Develop the attitudes necessary for participation in society and governments both as an individual and as a member of a group.
  - a. Recognize and encourage ethical and lawful behavior in others.
  - b. Give reasons for and follow rules and laws.

- c. Participate in class elections and the making of rules for the classroom.
- d. Identify iniquities and/or injustices in the classroom and peer-group activities.
- e. Identify responsibilities people have to their community.

### Knowledge Objectives

1. Understand the rights and responsibilities of democratic citizenship.
  - a. Identify some of the constitutional rights and liberties guaranteed in the U.S. Constitution.
  - b. Understand situations in which rights have been denied various groups and individuals.
  - c. Understand that an individual's rights may conflict with those of another individual or with the general welfare.
  - d. Understand the differences between stated and actual practices in family, group and peer group activities.
  - e. Understand and support the right of all to present different points of view in the classroom.
  - f. Understand the importance of participation in society and governments both as an individual and as a member of a group.
2. Understand the role and function of law in a democracy.
  - a. Understand the purposes for rules and laws.
  - b. Understand how legal and judicial decisions are made.
  - c. Understand how conflicts in laws are resolved.
  - d. Understand how rules and laws can be changed.
  - e. Know the duties of participants in the court.
  - f. Understand factors that might affect justice.
3. Understand persistent global issues.
  - a. Understand interrelatedness of local and national problems with those confronting the global society.
  - b. Recognize that unsolved problems elsewhere in the world often impact upon the United States.
  - c. Identify community problems related to energy needs and possible solutions.
  - d. Understand some of the basic needs common to all people within the community such as food, shelter and clothing.
4. Understand diverse human cultures, customs, beliefs, and value systems.
  - a. Understand the concept, 'culture.'
  - b. Understand that people everywhere have the same basic needs, but the manner in which they meet these needs differs according to their culture.

- c. Understand that while every cultural group has a system of values and behavioral patterns which vary from other cultural groups, this does not indicate superiority of one group over another.
  - d. Understand that despite real and serious cultural differences, people everywhere have similar basic motivations and desires.
  - e. Understand that within a society, there may exist one or several subcultural groups.
  - f. Understand that within a culturally pluralistic society, there exists different ethnic, racial, and religious sub-groups.
  - g. Recognize that social-cultural change may create varying degrees of resistance and conflict.
  - h. Recognize the importance of being objective and fair in regard to other cultural, racial and ethnic groups other than one's own as well as one's own.
5. Understand the history and present state of own and other cultures.
- a. Know basic historical facts related to the development of the United States.
  - b. Understand urban, rural and suburban development.
  - c. Understand the impact of technology on society.
  - d. Understand changes in racial/ethnic relations.
  - e. Understand changes in female and male roles.
  - f. Understand changes in family, work and population patterns.
  - g. Understand persistent social problems.
  - h. Understand the development of education institutions.
  - i. Understand development of religious institutions.
  - j. Identify changes in a society and consequences of these changes.
6. Understand economics and economic systems.
- a. Understand basic economic concepts.
  - b. Understand the basic functions of any economy.
  - c. Understand how a market economy works.
  - d. Understand the role of money in the economy.
  - e. Understand factors that influence economic behavior.
  - f. Understand economic concepts as they apply to individual decision-making.
  - g. Understand the historic and current role of labor in our economic system.
7. Understand how to be an effective producer and consumer of goods and services.
- a. Understand factors that influence consumer behavior.
  - b. Give examples of their own limited resources and unlimited wants.
  - c. Demonstrate comparison shopping skills and the use of consumer aids in shopping for various goods and services.
  - d. Identify deceptive sales techniques and practices.

8. Understand people and the environment, regions and the spatial organization of society.
  - a. Understand that the environment is an integrated system which includes human beings.
  - b. Understand that the satisfaction of human needs depends directly or indirectly on the earth's natural resources.
  - c. Understand relationships between the location of human activities and the natural environment.
  - d. Understand the influence of the natural environment on human beings.
  - e. Understand influences of the natural environment on the shaping of culture.
  - f. Understand how societal actions and decisions affect the natural environment.
  - g. Understand that a natural environment can serve varied needs.
  - h. Recognize the potential of various societies to use and abuse the natural environment.
  - i. Understand that human uses of the natural environment are limited.
  - j. Understand effects of the worldwide limitations of nonrenewable resources.
  - k. Recognize the costs and benefits of alternative uses of the natural and man-made environment.
  - l. Locate important natural features, cities and nations.
  - m. Understand environmental problems and possible solutions to those problems.
9. Know the main structure and functions of government.
  - a. Know the purposes of the government.
  - b. Understand the basic political principles expressed or implied in the U.S. Declaration of Independence, the U.S. Constitution, court decisions and laws.
  - c. Understand the organization and functions of state and local governments and their relationships to the federal government.
  - d. Understand the range and importance of decisions made by state and local government.
  - e. Understand how decisions made by the various branches and levels of state and local government are interdependent.
  - f. Understand the limits on decision-making powers of the local and state government.
  - g. Understand the formal legislative process at the local level.
  - h. Understand voter behavior in state and local elections.
  - i. Understand the role of political parties.
  - j. Identify selected excerpts from the Constitution, Declaration of Independence, and Bill of Rights.
  - k. Associate governmental actions with the appropriate level of local and state government.
  - l. Understand how, when and with what qualifications public officials are elected, appointed or nominated at the local level.

- m. Understand how public officials can be removed.
  - n. Understand registration and voting procedures.
  - o. Recognize the legality and constitutionality of individual and group actions.
10. Understand the organization of human societies.
- a. Identify the variety of institutions and groups people form and the functions of those institutions and groups.
  - b. Understand why human beings form institutions and groups.
  - c. Understand the relationships among institutions, groups and individuals.
  - d. Understand the changing nature of institutions and groups over time.
  - e. Understand ways groups are interdependent, cooperate and compete.
  - f. Understand types of conflicts between groups and ways conflicts are resolved.
  - g. Understand how and why human societies differ.
  - h. Understand the meaning and sources of power within a social unit or organization.
11. Understand the relationships between individuals and groups.
- a. Identify the variety of roles one can have within a group.
  - b. Understand that the roles within a group may be assigned or achieved.
  - c. Understand reasons why there are different roles within groups.
  - d. Understand that multiple loyalties and responsibilities result from belonging to a variety of groups.
  - e. Understand the importance of self-confidence and self-worth in carrying out responsibilities within groups.
  - f. Understand the possible advantages and disadvantages of belonging to a variety of groups.
  - g. Understand the measures used by groups to influence behavior.
  - h. Understand the decision-making processes used by groups.
  - i. Identify individuals or groups within society or culture that may affect behavior.

### Skills Objectives

1. Gather, analyze, synthesize, and present information.
- a. Use a variety of senses to obtain information.
  - b. Understand that perceptions of the same object or event may differ from person to person.
  - c. Choose appropriate sources for information desired.
  - d. Obtain information from a variety of sources.
  - e. Translate information from one form to another.

- f. Analyze information.
  - g. Evaluate the quality of information.
  - h. Identify similarities and differences within sets of data and reasons for those differences.
  - i. Frame appropriate research questions.
  - j. Formulate and test generalizations, predictions, and hypotheses based on appropriate information.
  - k. Draw conclusions.
  - l. Remain open to changes in one's opinions.
  - m. Apply what is learned to new situations.
2. Develop the skills necessary for participation in society and governments both as an individual and as a member of a group.
- a. Presents own ideas.
  - b. Paraphrase what has been heard and obtain agreement from the speaker that the paraphrasing is correct.
  - c. Listen and respond appropriately.
  - d. Solicit clarification from others when needed.
  - e. Encourage others to express themselves.
  - f. Recognize divergent roles within a group.
  - g. Recognize emotions and feelings operating within a group and allowing for their expression.
  - h. Recognize and permit the expression of different values, beliefs, and ideas in a group.
  - i. Use conflict resolution strategies.
3. Make decisions.
- a. Recognize the occasion of need for decisions.
  - b. Analyze the problem.
  - c. Identify alternative courses of action.
  - d. Project long and short term consequences of alternative courses of action.
  - e. Identify related values and goals.
  - f. Judge consequences in the light of values and goals.
  - g. Make a choice of alternative course of action or some trade-off among them.
  - h. Develop strategies to carry out the approach.
  - i. Apply the approach in making a decision or solving a problem.
  - j. Reevaluate and reformulate the process if goals have not been met or new information is introduced.

ESSENTIAL OBJECTIVES FOR  
SOCIAL STUDIES EDUCATION IN MICHIGAN

GRADES 7-9

Attitude Objectives

1. Develop awareness and concern for the rights and well-being of others.
  - a. Show concern for the well-being and dignity of others.
  - b. Identify positive attributes of individuals from a variety of cultural groups.
2. Develop a positive self-concept which includes an awareness of one's own values and a respect for one's own ethnic background and culture as forces influencing one's self-concept.
  - a. Identify one's personal values in the contexts of family and peer values.
  - b. Identify personal behavior and learning that contribute to feelings of self-worth.
  - c. Identify criteria for judging individual goals.
  - d. Seek out individual goals in accordance with values and needs without infringing on the rights of others.
  - e. Recognize strengths and heritage of one's background.
  - f. Recognize sources of values.
3. Develop an appreciation of the values, ethnic backgrounds, and cultures of others.
  - a. Recognize strengths and weaknesses of cultural diversity in society.
  - b. Identify people worthy of emulation and the reasons for doing so.
  - c. Identify ways of avoiding behaviors which stereotype and alienate others.
  - d. Identify beliefs and values of other persons and groups.
  - e. Recognize relationships, conflicts, commonalities, and differences among beliefs, values and behaviors of other persons and groups.
  - f. Express willingness to interact with others of varying backgrounds.
4. Develop a reasoned commitment to the principles and values which sustain a democracy.
  - a. Accept the rights and responsibilities of democratic citizenship.
  - b. Respect and support the role and function of law in a democracy.
  - c. Respect and support the role and function of responsible dissent in a democracy.
5. Develop the attitudes necessary for participation in society and governments both as an individual and as a member of a group.

- a. Encourage ethical and lawful behavior in others.
- b. Comply with local, state and federal laws.
- c. Work toward elimination of "unjust" and "unworkable" laws and regulations.
- d. Defend rights and liberties of all people.
- e. Support equal opportunity in areas of life such as politics, housing, education, employment and recreation.
- f. Recognize that individual civic action is important.
- g. Work for improvement of conditions by applying personal skills.
- h. Participate in government.

### Knowledge Objectives

1. Understand the rights and responsibilities of democratic citizenship.
  - a. Know specific constitutional rights and liberties guaranteed in the U.S. Constitution and state constitutions.
  - b. Understand situations in which rights have been denied various groups and individuals.
  - c. Understand that an individual's rights may conflict with those of another individual or with the general welfare.
  - d. Know some of the historical developments that have contributed to or impeded human rights.
  - e. Understand statements of basic human rights found in oral tradition and documents such as constitutions, declarations and treaties.
  - f. Understand the role and function of responsible dissent in a democracy.
  - g. Understand importance of participation in society and governments both as an individual and as a member of a group.
2. Understand the role and function of law in a democracy.
  - a. Understand the purposes of law.
  - b. Understand the development of legal and judicial procedures.
  - c. Understand how legal and judicial decisions are made.
  - d. Understand how the law limits governmental action constitutionally.
  - e. Understand the dynamic nature of law.
  - f. Understand the limitations of formal legal processes in settling disputes.
  - g. Understand how conflicts in laws or principles are resolved.
  - h. Understand how laws may create conflicting moral obligations.
  - i. Understand that the judicial system provides for both public and private justice.
  - j. Understand how laws can be changed.
  - k. Recognize the differing functions of the civil and criminal judicial systems.
  - l. Know individual rights within the criminal justice system.
  - m. Know the duties of participants in the court.
  - n. Understand factors that might affect justice.
  - o. Identify similarities and differences between the judicial system in the United States and those in other countries.



3. Understand persistent global issues.
  - a. Understand interrelatedness of local and national problems with those confronting the global society.
  - b. Recognize that unsolved problems elsewhere in the world often impact upon the United States.
  - c. Understand that criteria for evaluating personal and social problems may vary from culture to culture.
  - d. Understand possible worldwide effects of decisions made by individuals, communities and nations.
  - e. Create, analyze and evaluate alternative futures for the world.
  - f. Understand some of the problems related to food consumption disparity between developed and developing nations.
4. Understand diverse human cultures, customs, beliefs and value systems.
  - a. Understand the concept 'culture.'
  - b. Understand that people everywhere have the same basic needs, but the manner in which they meet these needs differs according to their culture.
  - c. Understand that the culture of a people is composed of their values, beliefs, social organization, economic activities, political life, esthetic and religious expression, technology, and artifacts which combine to create their life style.
  - d. Understand that culture is learned, differs from society to society, and is the prime determiner of individual and group behavior.
  - e. Understand that while every cultural group has a system of values and behavioral patterns which vary from other cultural groups, this does not indicate superiority of one group over another.
  - f. Understand that despite real and serious cultural differences, people everywhere have similar basic motivations and desires.
  - g. Understand that within a society, there may exist one or several subcultural groups.
  - h. Recognize that social-cultural change is the process by which a society adjusts to new conditions and it may create varying degrees of conflict.
  - i. Recognize the importance of using the procedures of reflective and analytical thinking in understanding other cultural groups and one's own.
5. Understand the history and present state of own and other cultures.
  - a. Know the basic historical facts related to the development of the United States and other civilizations.
  - b. Understand urban, suburban and rural development.
  - c. Understand the impact of technology on society.

- d. Understand changes in racial/ethnic relations.
  - e. Understand changes in female and male roles.
  - f. Understand changes in family, work and population patterns.
  - g. Understand persistent social problems.
  - h. Understand the development of educational institutions.
  - i. Understand development of religious institutions.
  - j. Identify methods, processes and effects of change and continuity.
  - k. Know historical influences on the development of the governmental system.
  - l. Understand that all people do not view the past in the same way.
6. Understand economics and economic systems.
- a. Understand basic economic concepts.
  - b. Identify various interpretations of basic economic goals.
  - c. Understand the basic functions of any economy.
  - d. Understand the relationships between the factors of production - land, labor and capital.
  - e. Understand how a market economy works.
  - f. Understand the relationship of government to the economy.
  - g. Understand how savings and investments facilitate economic growth and change.
  - h. Understand the role of money in the economy.
  - i. Understand factors that influence economic behavior.
  - j. Understand economic concepts as they apply to individual decision-making.
  - k. Understand the relationship between specific economic goals and overall social goals.
  - l. Understand factors that influence consumer behavior.
  - m. Understand economic cycles and their effects on individuals and groups.
  - n. Understand development of labor/management relationships.
  - o. Understand the historic and current role of labor in a market economy.

7. Understand how to be an effective producer and consumer of goods and services.
  - a. Recognize the influence of external factors upon the process of making informed consumer decisions.
  - b. Understand the legal and personal management knowledge base which consumers should have before applying for credit or signing contracts.
  - c. Identify situations in which cost/benefit analysis reveals the complex nature of public policy decisions on consumer economics issues.
  - d. Recognize that consumer decisions to use or conserve energy resources have both individual and aggregate effects, as well as short- and long-term consequences.
  - e. Recognize that financial institutions and services are in the process of major transition, requiring frequent study and analysis by consumers to be able to make informed decisions to protect financial resources.
  - f. Identify various ways in which members of a household unit must know and use mathematics to make sound consumer decisions.
  - g. Recognize the relationship between the protection of consumer rights at various levels of government, and the exercise of individual responsibility by both consumers and providers of goods and services.
  - h. Locate reliable sources of information which consumers may use to help them make better informed purchases and to help them become more effective in their role as consumer citizens.
  - i. Analyze the relationship between consumer decisions on diet and health care.
  - j. Identify the common causes of consumer complaints, the limitations of redress procedures, and the need for better methods of conflict resolution.

8. Understand people and the environment, regions and the spatial organization of society.
  - a. Understand that the environment is an integrated system which includes human beings.
  - b. Understand that the satisfaction of human needs depends directly or indirectly on the earth's natural resources.
  - c. Understand relationships between the location of human activities and the natural environment.
  - d. Understand the influence of the natural environment on human beings.
  - e. Understand influences of the natural environment on the shaping of culture.
  - f. Understand how societal actions and decisions affect the natural environment.
  - g. Understand that a natural environment can serve varied needs.
  - h. Recognize the potential of various societies to use and abuse the natural environment.
  - i. Understand that human uses of the natural environment are limited.
  - j. Understand effects of the worldwide limitations of nonrenewable resources.
  - k. Recognize the costs and benefits of alternative uses of the natural and man-made environment.
  - l. Locate important natural features, cities and nations.
  - m. Understand environmental problems and possible solutions to those problems.
9. Know the main structure and functions of government.
  - a. Know various interpretations of the purposes of government.
  - b. Understand the basic political principles expressed or implied in the U.S. Declaration of Independence, the U.S. Constitution, court decisions and laws.
  - c. Understand the various interpretations of basic political principles in different periods of U.S. history.
  - d. Identify similarities and differences between the principles and purposes of the political system in the United States and that in other nations.
  - e. Understand the organizational principles of the government.
  - f. Understand the organization and function of the executive, legislative and judicial branches and independent regulatory agencies of the federal government.
  - g. Understand the changing roles of various levels and branches of government.
  - h. Understand the organization and functions of state and local governments and their relationships to the federal government.
  - i. Understand the range and importance of decisions made by the various branches and independent regulatory agencies of the federal government.
  - j. Identify the forms of government.
  - k. Understand the range and importance of decisions made by state and local government.

- l. Understand how decisions made by the various branches and levels of government are interdependent.
- m. Understand the limits on decision-making powers of the government.
- n. Understand the formal legislative process.
- o. Understand influences on governmental decision-making.
- p. Identify similarities and differences between political decision-making in the United States and that in other nations.
- q. Understand voter behavior.
- r. Understand the role of political parties.
- s. Associate national, state and local problems with relevant governmental agency or department.
- t. Associate excerpts from the Constitution, the state constitution, and a local city charter with the proper document.
- u. Associate governmental actions with the appropriate level of government.
- v. Understand the role of interest groups.
- w. Understand nomination procedures.
- x. Understand how, when and with what qualifications public officials are elected, appointed or nominated.
- y. Understand how public officials can be removed from office.
- z. Understand registration and voting procedures.
- aa. Recognize the legality and constitutionality of individual and group actions.

10. Understand the organization of human societies.

- a. Understand basic social concepts and social imperatives.
- b. Identify the variety of institutions and groups people form and the functions of those institutions and groups.
- c. Understand why human beings form institutions and groups.
- d. Understand the relationships among institutions, groups and individuals.
- e. Understand the changing nature of institutions and groups over time.
- f. Understand ways groups are interdependent, cooperate and compete.
- g. Understand types of conflicts between groups and ways conflicts are resolved.
- h. Understand how and why human societies differ.
- i. Understand the meaning and sources of power within a social unit or organization.

11. Understand the relationships between individuals and groups.

- a. Understand how individual perceptions and actions are influenced by the values and behavior patterns of groups with which individuals identify.
- b. Recognize that there are important values and behaviors that develop outside of a group's influence.
- c. Identify the variety of roles one can have within a group.
- d. Understand that the roles within a group may be assigned or achieved.

- e. Understand reasons why there are different roles within groups.
- f. Understand that multiple loyalties and responsibilities result from belonging to a variety of groups.
- g. Understand the importance of self-confidence and self-worth in carrying out responsibilities within groups.
- h. Understand the possible advantages and disadvantages of belonging to a variety of groups.
- i. Understand the measures used by groups to influence behavior.
- j. Understand the decision-making processes used by groups.
- k. Understand the ways different groups react to similar social issues.
- l. Identify individuals or groups within society or culture that may affect behavior.

### Skills Objectives

1. Gather, analyze, synthesize, and present information.
  - a. Use a variety of senses to obtain information.
  - b. Understand that perceptions of the same object or event may differ from person to person.
  - c. Choose appropriate sources for information desired.
  - d. Obtain information from sources.
  - e. Translate information from one form to another.
  - f. Analyze information.
  - g. Express oneself with consistency, continuity, clarity and conciseness in any given communication.
  - h. Evaluate the quality of information.
  - i. Identify similarities and differences within sets of data and reasons for those differences.
  - j. Frame appropriate research questions.
  - k. Formulate and test generalizations, predictions, and hypotheses based on appropriate information.
  - l. Draw conclusions.
  - m. Remain open to changes in one's opinions.
  - n. Apply what is learned to new situations.
2. Develop the skills necessary for participation in society and governments both as an individual and as a member of a group.
  - a. Presents own ideas.
  - b. Paraphrase what has been heard and obtain agreement from the speaker that the paraphrasing is correct.
  - c. Listen and respond appropriately.
  - d. Solicit clarification from others when needed.
  - e. Encourage others to express themselves.
  - f. Recognize divergent roles within a group.
  - g. Recognize emotions and feelings operating within a group and allowing for their expression.
  - h. Recognize and permit the expression of different values, beliefs and ideas in a group.
  - i. Use conflict resolution strategies.

3. Make decisions.
  - a. Recognize the occasion or need for decisions.
  - b. Analyze the problem.
  - c. Identify alternative courses of action.
  - d. Project long and short term consequences of alternative courses of action.
  - e. Identify related values and goals.
  - f. Judge consequences in the light of values and goals.
  - g. Make a choice of alternative course of action or some trade-off among them.
  - h. Reevaluate and reformulate the process if goals are not met or new information is introduced.
  - i. Develop strategies to carry out the approach.
  - j. Apply the approach in making a decision or solving a problem.

## Social Studies Curriculum: Scope and Sequence

The social studies curriculum offered in a school district should reflect a logical and consistent approach to curriculum improvement and program development. Historically, most social studies curriculum models reflect the "expanding environment" for grades K-6 and the "contracting environment" for the secondary schools.

The listing included in this document represents a recommendation to school districts as to the sequence and scope of social studies offerings for each grade level (K-8), the sequence and scope of what local districts should consider as required social studies for all students at the secondary level (9-12), and a listing of elective offerings for the secondary level.

Obviously, for a variety of reasons, a district might prefer, with good and sound rationale, to require courses at grade levels other than those listed. They might also choose to have a larger number of required social studies offerings. The intent of this listing is to serve as a guide for local districts to consider.

The suggested sequence listing and scope statements presented in this publication can be used by a school system as a reference point when the social studies program is examined. The social studies curriculum of a district should be evaluated carefully during the years in which textbooks are being adopted. (See Determining Goals for Local Schools, Appendix A-3). Courses should not be eliminated without examining what is taught at each grade level and how one course relates to another.

Even junior high and middle school curriculum should not be altered without first considering what is taught in the elementary schools and developing some coordination between the two. There should be a logical and educationally sound basis for whatever scope and sequence model is followed.

School district committees should plan their social studies programs to meet the unique needs of the students and community served by the school system. New or experimental curriculum ideas such as interdisciplinary studies involving both the social studies and language arts or social studies and the arts, should be encouraged.

Unquestionably, a good social studies curriculum at the secondary level ought to include a variety of elective offerings which will appeal to the diverse interests and needs of the student population. Such elective courses should include those listed in this publication and others which are particularly appropriate for a school district.



The Michigan State Board of Education has approved position statements and guidelines which include recommendations to all Michigan school districts in regard to global education, consumer economics education, multicultural education, and environmental education. Within this document special attention is also given to the area of law-related education.

As Michigan school districts periodically review and revise their social studies program attention should be given to these topics to insure that appropriate and feasible components are not excluded from their K-12 program.

For example, in regard to multicultural education, attention should be given to the notion that, the confluence of many cultures has been characteristic of American life throughout our history. The great variety of cultures has been a powerful influence in structuring our social system, enriching our national heritage, and creating some of our most critical problems. The social studies curriculum should, wherever relevant, stress the contributions of individuals from many groups to our national development and the enrichment of our heritage by influences from all cultures represented in our population.

Multicultural education includes a study of cultures beyond the United States. In an increasingly interdependent world, students should have the opportunity to study, analyze, and compare the great variety of cultures of the world. Such a study should be provided throughout the social studies curriculum, K-12.

RECOMMENDED SEQUENCE FOR  
SOCIAL STUDIES EDUCATION IN MICHIGAN

| <u>Grade</u>                   | <u>Topic</u>                                       |
|--------------------------------|--|
| Kindergarten                   | Myself and Others                                  |
| Grade 1                        | School and Family                                  |
| Grade 2                        | Neighborhoods                                      |
| Grade 3                        | Communities: Urban, Suburban and Rural             |
| Grade 4                        | Michigan: Local and State History/Geography        |
| Grade 5                        | The United States                                  |
| Grade 6                        | World Cultures                                     |
| Grade 7                        | Global Geography                                   |
| Grade 8                        | United States History: Exploration -<br>Civil War  |
| Grade 9                        | Practical Law<br>Consumer Economics                |
| Grade 10                       | United States History: Reconstruction -<br>Present |
| Grade 11                       | Electives  |
| Grade 12                       | American Government                                |
| Grade 9-12 Elective Offerings: |  |
| Anthropology                   | Women's Studies                                    |
| Economics                      | Ethnic Studies                                     |
| Geography                      | Social Problems                                    |
| History (state and world)      | Urban Studies                                      |
| Political Science              | Environmental Studies                              |
| Psychology                     | Global Studies                                     |
| Sociology                      |  |

(Interchangeable) (Interchangeable) (Interchangeable)

## SCOPE STATEMENTS

### KINDERGARTEN - HOME, SCHOOL, AND THE INDIVIDUAL

The child's experiences at home and school provide the background for children as they learn about different family patterns, families as providers of basic needs, the roles played by various family members and school employees, and the relationship of the student to those individuals and groups.

The program assists in building positive self-concepts in children, human relations skills in working with others, and adjustment to classroom and school procedures and rules. Manipulative activities, resource persons, and relevant field trips help provide experiences for personal growth as a foundation for further social studies knowledge, skill, and attitude development. Opportunities to become involved with children and adults from cultural groups other than their own should be provided each child.

### GRADE 1 - SCHOOL AND FAMILY

The child's experiences in the home, school, and neighborhood provide a foundation for developing further understanding about family and school life. Getting to know the school's physical plant and grounds and the school personnel and their specialized jobs is emphasized. Safety at school, home, and neighborhood is also stressed. Different family patterns in our society and varying roles of family members, the working life of the family - earning a living and spending the family income, and family recreation is a major focus at this level. Resource persons, role-playing, and short field experiences assist in understanding how community helpers provide the family and neighborhood with basic needs. Building positive student self-concepts and skills of working together are also stressed. Concrete experiences continue to serve as a foundation for later skill-building and concept development. Opportunities to become involved with children and cultural groups other than their own should be provided each child.

### GRADE 2 - THE NEIGHBORHOOD AND COMMUNITY

Interdependence of people and groups continues as a focus as the content expands from the family, school, and neighborhood to the larger community. A study of life in the neighborhood is introduced through the people who provide the following for the student: protection (fire, police), health (doctor, nurse), getting food (supermarket personnel, sources of food products), communication (postmen and postal system, telephone personnel and system), transportation (bus, cars, and service station), service industries (laundry, shoe repair, or others). In connection with the study of the neighborhood, children will begin a development of geographic concepts such as size, shape, directions, physical features, and simple pictorial symbols to aid in beginning map and globe skills. Human relations skills continue to be emphasized. Cultural similarities and differences within the class and school and community are considered.

### GRADE 3 - OUR COMMUNITY AND OTHER COMMUNITIES

An indepth study of the local community (county, town, or city) in which the children live is a major content focus. Primary studies center on businesses that satisfy needs of the people of the community with one or more industries to be studied to provide economic understandings including interdependence of people and groups. Transportation and communication within the community are also studied. Comparisons with other rural, urban, or suburban communities are made. Human relations, reasoning, chart and graph, globe and map skill development are emphasized. Cultural similarities and differences within the class, school and community are considered.

#### GRADE 4 - MICHIGAN AND OTHER REGIONS

In this study of Michigan and other regions students will begin by examining the state in which they live as an example of a region. The physical geography of Michigan is introduced including its landforms, climate, vegetation, water supplies, and minerals. The cultural geography of the state will also be studied including its population distribution, political boundaries, and economy. In surveying the history of their state students will explore the development of commerce and industry including lumbering, copper mining, cereals, fishing, and automobile production. The arrival of various ethnic groups, their subcultures, and conflicts among them are studied. Students also learn about the achievements of noteworthy Michigan residents such as Pontiac, Sojourner Truth, Lewis Cass, Frank Murphy or Coleman Young and about the evolution of Michigan government.

Following their study of Michigan, students compare their state as a region with others. An attempt is made to select other states that are very different from Michigan. For example, students might study Hawaii as an example of a tropical forest region, New Jersey as an example of a coastal plain region, or Colorado as an example of a mountain region. In addition to comparing their state with other states students may also compare Michigan with regions across the globe. For example, a comparison might be drawn between Michigan and the Arabian peninsula or between Michigan and the Amazon River basin. In these comparisons of regions students will begin to discover ways that various regions are interdependent.

Basic literary skills are emphasized including map reading, interpreting graphs and tables, reading for a main idea, and classification of information. Oral expression skills including group discussion are also introduced.

#### GRADE 5 - THE UNITED STATES

In this study of the United States students trace the development of their country as a nation. They are introduced historically to the various ethnic groups comprising American society. Examples of cooperation and conflict among Americans are examined. Students also learn about noteworthy men and women who symbolize various strands of the American heritage, for example Thomas Jefferson, Frederick Douglass, Susan B. Anthony, Chief Joseph, Eugene Debs, Henry Ford, or George Marshall.

Units of study are presented chronologically including Discovery and Exploration, Colonization, Growth of the New Nation, Civil War and Reconstruction, Industrialization, and World Power and Human Rights in the Twentieth Century. Major historical events from each period are introduced. A contemporary unit is devoted to geographical and other features of the various sections of the United States including New England, the Middle Atlantic, the Southeast, South Central, North Central, Mountain West, Southwest, and Pacific West.

During their study of the United States students are taught to begin to relate historical information to other disciplines. For example, geography could be linked to history in the study of the Plains Indians; economics could be

linked to history in the study of the industrial revolution; political science could be linked to history in the study of the formation of the United States government.

Class activities place emphasis on social studies skills, for example, vocabulary building, chart, graph, and map interpretation; and reasoning such as drawing inferences, explaining events, and using details to support general claims.

#### GRADE 6 - WORLD CULTURES

In this study of western and non-western societies and cultures around the world the developmental needs and interests of students serve as the basis for the course. In-depth studies of selected historic and contemporary cultures expand the awareness of differences and similarities among peoples, and the various ways in which people meet universal needs. A focus is upon people and patterns of life; including government, history, beliefs, attitudes, and problems. Systematic instruction in economics is provided and skill building and consolidation continue in map and globe, chart and graph, and other symbol interpretation, and reasoning skills and concept development. Students continue to identify and clarify their own strengths, limitations, and beliefs, and to examine the values of family, peer group, and society, and compare and contrast them with those of other cultures. Special consideration is given to the multicultural nature of the American society and the contributions and achievements of the people from a variety of racial, cultural and ethnic backgrounds.

#### GRADE 7 - GLOBAL GEOGRAPHY

This course acquaints students with the relationship between humans and the natural environment. It increases knowledge about discrete nations, regions, and cultures of the world. It also enables students to examine global processes such as emergence of cultures, the use of natural resources, the effects of both isolation and interaction, and technological change.

Global interdependence is a concept which pervades this course. The major goal of the course is development of a global perspective. This goal is accomplished in several ways. Students learn how events and processes are interconnected on a world-wide basis. They explore cultural diversity and the trend toward transnational culture. They also consider major global issues such as population growth, human migration, environmental protection, food and energy distribution, cross-cultural communication, and human rights.

Geographical skills are emphasized in this course. These include reading different kinds of maps, plotting and locating information on maps and constructing maps. Basic geographic concepts are introduced in this course. Examples of these concepts include latitude, longitude, boundary, topography, climate, natural resources, and habitat.

#### GRADE 8 - UNITED STATES HISTORY: EXPLORATION - CIVIL WAR

The purpose of this course is to increase student's knowledge of historical events, improve their skills at rational discourse about the American society, and deepen their understanding of the American heritage. Units of study for this course are chronologically organized. A sample of unit titles might include European settlements in the New World, The Colonial Era, Independence, Building a New Nation, The Rise of Sectionalism, and the Civil War.

This course is not confined to a survey of historical events. Emphasis is placed on student analysis of persisting problems of American society rooted in this period of the nation's history. Examples of these problems might include the pursuit of individual rights, White-Indian relations, industrialization, or religious freedom. Discussion of these problems is related to contemporary society and focuses on ethical and public policy issues.

A full year is spent studying only a portion of U.S. History to provide sufficient time for teachers to explore selected topics in depth occasionally during the year. Weeks might be spent in detailed study of a single topic such as The First Amendment, Effects of the Cotton Gin, Osceola, or Lincoln and Slavery. As part of their study of these topics students use library resources and write about historical topics.

#### GRADE 9 - PRACTICAL LAW

This course prepares students to function daily in a democratic society. It fosters respect for individual rights and teaches how our legal system is organized at the national, state, and local levels. As part of this course

students begin to comprehend and apply major democratic concepts such as authority, justice, privacy, responsibility, property, diversity, participation, and equality.

The civic competence of students is enhanced in two ways by this course. They increase their knowledge about matters of law which effect average citizens in their daily lives. They also learn to reason with democratic values about practical matters of law. Among the units of study included in this course are introduction to the legal system, criminal and juvenile justice, consumer law, family law, and the law of individual liberty.

Learning experiences in this course include analysis of actual and hypothetical court cases, participation in mock trials, role playing of law-related situations, participation in group discussion of legal issues, and exposure to local legal institutions and law enforcement professionals.

#### GRADE 9 - CONSUMER ECONOMICS

The focus of this consumer economics course is directed towards providing learning experience which will allow students to look at themselves and see what they want out of life and how they can most effectively attain their goals. Essentially problem-solving, consumer economics education objectives include helping students:

- to become informed consumers
- to understand the rights and responsibilities of the consumer in society
- to develop responsible attitudes toward the use of resources
- to develop a sound decision-making process based on one's individual goals and values
- to understand the interdependent roles of the consumer, worker and citizen in our society.



## GRADE 10 - UNITED STATES HISTORY: RECONSTRUCTION - PRESENT

The purpose of this course is to increase students' knowledge of historical events, sharpen their skills at rational discourse about American social problems, and deepen their understanding of the American heritage. Units of study for this course are chronologically organized. A sample of unit titles might include the Gilded Age, The Last Frontier, Progressive Reform, The Call of World Leadership, Normalcy and Depression, Hot and Cold War, Adapting to the Global Era.

This course is not confined to a survey of historical events. Emphasis is placed on student analysis of persisting problems of American society which were salient during this period of the nation's history. Examples of these problems might include racial equality, organized labor, technological change, immigration, the United States as a military power, or changing roles of women. Discussion of these problems is related to contemporary society and focuses upon ethical and public policy issues.

A full year is spent studying only a portion of U.S. History to provide sufficient time for teachers to explore selected topics in depth occasionally through the year. Weeks might be spent in detailed study of a single topic such as Women Suffrage, The Fourteenth Amendment, The Case of Sacco and Vanzetti, effects of the Automobile, the Atomic Bomb. Some topics are researched as individual study projects by students. Students are prepared to do this type of study by introductory instruction in historiography and methods of historical investigation.

## GRADE 12 - AMERICAN GOVERNMENT

This course introduces students to the form and functions of the federal, state, and local governments in the United States. Students examine the responsibilities of citizens in American democracy and the individual rights guaranteed by the United States Constitution.

The major purpose of this course is two-fold: development by students of a democratic philosophy of government, and strengthening of student's political competence. Students are taught the political knowledge and skills necessary to participate in political activities and to exert influence in public affairs. They learn about the political roles of observer, advocate, organizer, and leader. They develop skills in making decisions, considering value claims rationally, using evidence and logic to evaluate factual claims, working in groups, bargaining, and managing conflict. A major component of this course is classroom discussion of controversial public issues. Students are taught to consider viewpoints expressed by others and to express their own reasoned positions. Both domestic and foreign policy issues are raised for discussion in this course.

Examples of the type of concepts treated in this course include federalism, branches of government (executive, legislative, judicial), political conflict, lobbying, due process of law, civil disobedience, and sovereignty.

Students embrace their civic competence in this course through active involvement in learning activities. In addition to textbook study these activities might include conducting political surveys, observation of government officials at work, involvement in local campaigns, participation in mock elections and trials, interviews of political activists, and classroom debates.

Appendix A

Education Codes and State Board  
of Education Recommendations

The School Code of 1976

380.1166 CONSTITUTIONS AND GOVERNMENTS; MANDATORY COURSES:  
COMMENCEMENT OF INSTRUCTION; EXCEPTION (M.S.A. 15.41166)

Sec. 1166. (1) In all public and nonpublic schools in this state regular courses of instruction shall be given in the constitution of the United States, in the constitution of Michigan, and in the history and present form of government of the United States, Michigan, and its political subdivisions. Instruction shall begin not later than the opening of the eighth grade, or its equivalent, except in schools maintaining a junior high school, in which case it may begin in the ninth grade.

(2) A high school in this state which offers 12 grades shall require a 1-semester course of study of 5 periods per week in civics which shall include the form and functions of the federal, state, and local governments and shall stress the rights and responsibilities of citizens. A diploma shall not be issued by a high school to a pupil who has not successfully completed this course. This requirement shall not be applicable as a graduation requirement for a high school pupil who has enlisted or been inducted into military service.

380.1168 CONSUMER ECONOMICS; CURRICULUM GUIDE (M.S.A. 15.41168)

Sec. 1168. The state board shall develop and make available to school districts a recommended curriculum guide including recommended materials for use in schools for teaching consumer economics as a separate course or as parts of other courses.

380.1173 SOCIAL STUDIES; SELECTION AND SURVEY OF INSTRUCTIONAL  
MATERIALS (M.S.A. 15.41173)

Sec. 1173. (1) The appropriate authorities of a public school of the state shall give special attention and consideration to the degree to which instructional materials that reflect our society, either past or present, including social studies textbooks, reflect the pluralistic, multiracial, and multiethnic nature of our society, past and present. The authorities, consistent with acceptable academic standards and with due consideration for the required ingredients of acceptable instructional materials, shall select instructional materials which accurately and positively portray the varied roles of men and women in our pluralistic society.

Sec. 1173 (cont.)

(2) The state board shall make a biennial random survey of instructional materials in use in this state to determine the progress made in the attainment of these objectives.

380.1174 CULTURE OF ETHNIC, RELIGIOUS, AND RACIAL MINORITIES;  
CONTRIBUTIONS OF WOMEN; GUIDELINES (M.S.A. 15.41174)

Sec. 1174. (1) The state board may develop guidelines for expanding the existing school curriculum to include materials on the cultures of ethnic, religious, and racial minority peoples, and the contributions of women, as defined by the state board.

(2) Guidelines promulgated pursuant to subsection (1) shall be available for grades K to 12 in every public or nonpublic schools. The guidelines shall include:

- (a) History and heritage of ethnic, religious, and racial minorities and of women and their contributions.
- (b) Living conditions, beliefs, and customs of ethnic, religious and racial minorities and of women and their contributions.
- (c) Problems and prejudices encountered by ethnic, religious, racial minorities and by women.
- (d) Word meanings and usage as employed by ethnic, religious, racial minorities and by women.
- (e) Culturally related attitudes and behavior of ethnic, religious, racial minorities and women.

### State Board Recommendations

Several documents approved by the State Board of Education address matters and contain recommendations specifically related to social studies education in Michigan and are available upon request. Included are:

- 1) The Common Goals of Michigan Education (1979)
- 2) The Michigan Essential Skills (1979)
- 3) Determining Common Goals for Local Schools
- 4) Position Statement on Multicultural Education (1979)
- 5) Guidelines for Providing Integrated Education in School Districts (1977) \*
- 6) Guidelines for Global Education (1977)
- 7) Consumer Economics Education Guidelines (1979)
- 8) Environmental Education Guidelines (1973)
- 9) Michigan Life Role Competencies (1978)
- 10) Bias Review Procedure: A Procedure for Detecting and Documenting Sex, Race and Other Biases in Educational Materials

\*Copies available in State Library, State Department of Education and Regional Educational Media Centers for review purposes only)

## Appendix B

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### State

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2117 Washtenaw Avenue  
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State Library  
Information Unit  
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Bloomington, Indiana 47405

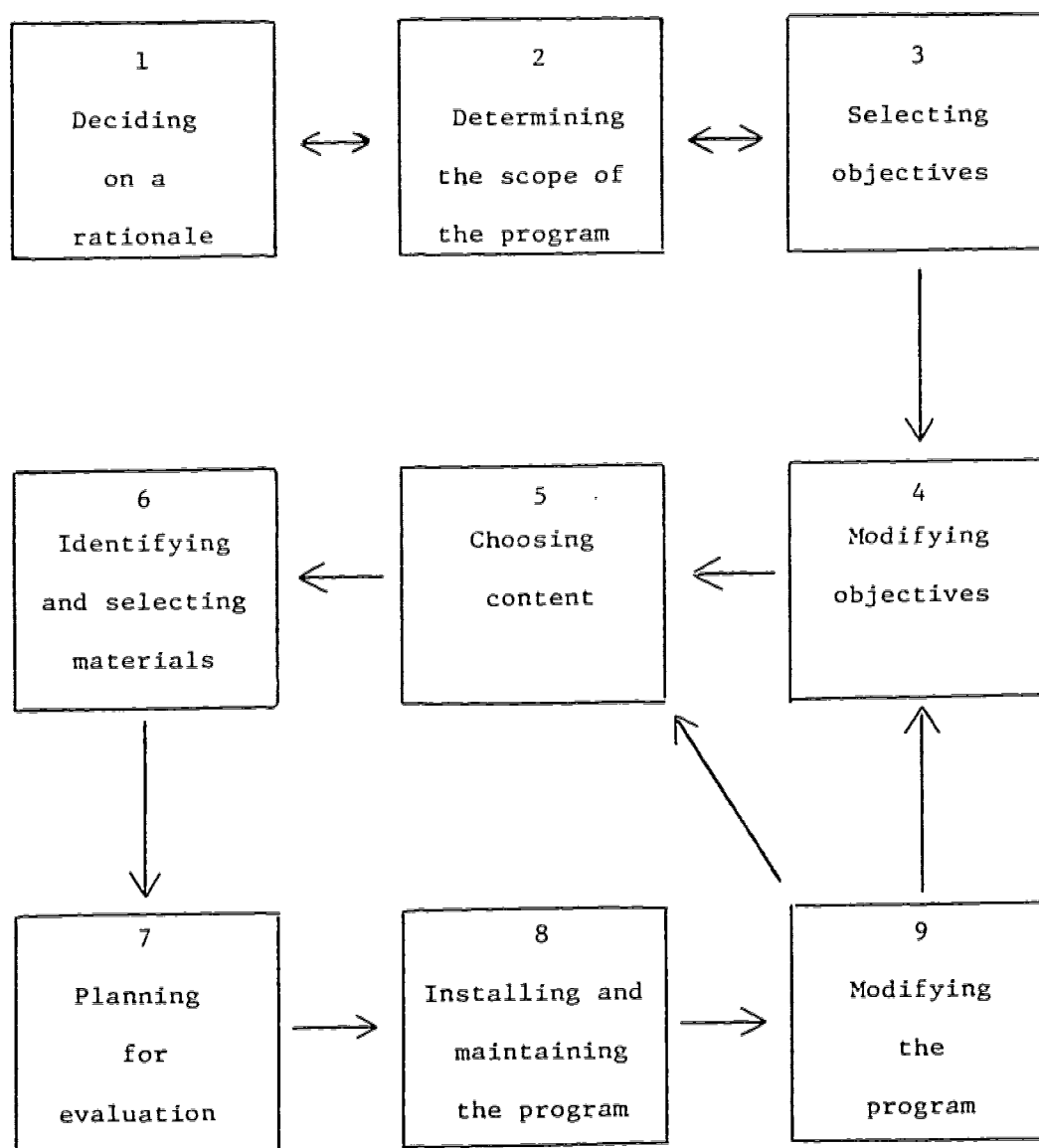
Population Institute  
c/o Peter Cott, Executive Director  
110 Maryland Avenue, N.E.  
Washington, D.C. 20036

Society for History Education  
California State University  
Long Beach, California 90840

Appendix C

A MODEL FOR SOCIAL STUDIES PROGRAM PLANNING

BASED ON STUDENT-CENTERED OBJECTIVES\*



\*Davis, James E. and Holey, Frances, Editors, Planning A Social Studies Program: Activities, Guidelines, and Resources. Social Science Education Consortium, Inc. Boulder, Colorado, 1977. pp. 3-6.

### A Model for Social Studies Curriculum Planning

A useful model for planning social studies curriculum based on student-centered objectives is illustrated on page C-1. The model is dynamic and can be entered at any stage, depending on the current status of a school or district's social studies program.

The most logical place to start in designing a social studies program would be to develop a rationale, or philosophical basis, for the program (see box 1 of the model on page C-1). However, since the process of developing a rationale is often difficult and discouraging for a newly formed planning group, it is sometimes best if consideration of program rationale is deferred until after objectives have been selected.

Perhaps a better starting point for most groups would be to define the scope of the program (see box 2). Are the planners primarily interested in teaching social science disciplines? Current world problems? Social studies skills? What can be included in a workable program? What needs to be excluded? These are just a few of the questions that must be considered.

## Appendix D

### Acknowledgements

A core committee has been responsible for developing drafts for the objectives portion of the document, considering suggestions from participants in review conferences and mail surveys, and submitting final drafts with recommendations to Michigan Department of Education staff.

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Included in those who participated in the review were:

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Finally, the recommended sequence for social studies education is based in large part and with permission on sequential listings from other state departments of public instruction such as: Virginia, California, Pennsylvania, and Texas; and Michigan Board of Education position statements and guidelines. Suggestions and comments in regard to the sequence and scope statements have also been received from:

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4. Oklahoma State Department of Public Instruction for material adapted from Handbook for Secondary Social Studies Educators, 1981.
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